

Clay County K-2 Decision Tree

Administer Curriculum Based Measures Foundational Skills Reading Assessment K- Letter Names + Letter Sounds + Phoneme Segmenting + Word Reading 1 – Phoneme Segmenting + Word Reading + Passage Reading 2 - Word Reading + Passage Reading + Reading Comprehension		Dates: <ul style="list-style-type: none"> • AP1 – August-October • AP2 – November-January • AP3 – April-May
90th – 50th Percentile Performance Meets or Exceeds Standard	49th – 20th Percentile Performance is Close to or Meets Standard	19th Percentile and Lower Performance is Below Standard
<p>Then:</p> <ul style="list-style-type: none"> • Note passage level, accuracy, and fluency for Reading Comprehension (grades 1 & 2)) • Determine breakdown of explicit and implicit comprehension questions (grade 2) • Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word/and or connected text level. • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ Variety of On / Beyond Level texts ○ Increased percentage of complex informational texts for read alouds and/or guided reading ○ FCRR Center Activities 	<p>Then:</p> <ul style="list-style-type: none"> • Administer letter names & letter sounds portion if below 50th percentile in word reading or passage reading (grades 1 & 2) • Determine P.A./Phonics level. Provide focused instruction based on assessment data. • Note passage level, accuracy, and fluency for Reading Comprehension (grades 1 & 2) • Determine breakdown of explicit and implicit comprehension questions (grade 2) • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. • Provide differentiated small group instruction with appropriate level text/materials. <p><i>*This Zone is a broad range. Consider multiple data elements when determining instructional needs and grouping, especially of students falling in the middle or lower end of range. Some students in this range may need intensified interventions (more time and smaller group size). Progress monitor based on data results.</i></p> <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ Variety of On/Approaching Level texts ○ Increased percentage of complex informational texts for read alouds and/or guided reading ○ Supplemental materials that specifically address student deficits ○ FCRR Center Activities 	<p>Then:</p> <ul style="list-style-type: none"> • Administer letter names & letter sounds portion if below 50th percentile in word reading or passage reading (grades 1 & 2) • Determine PA/Phonics level. Provide focused instruction based on assessment data. • Determine breakdown of explicit and implicit comprehension questions • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. • Provide differentiated small group instruction with appropriate level text/materials. <p><u>Provide more intensity</u></p> <ul style="list-style-type: none"> • additional time – in addition to or an extension of the 90-minute uninterrupted reading portion of the 150-minute literacy block (iii) • smaller group size • more targeted instruction <p><u>Progress monitoring</u></p> <ul style="list-style-type: none"> • determine frequency by MTSS (if recommended by committee) • graph data • problem-solve as needed <p>Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p> <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ <i>SIPPS / KPALS</i> ○ Variety of On/Approaching Level texts ○ Supplemental materials that specifically address student deficits ○ FCRR Center Activities

